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AUTHOR Nesset, Bonna; Faunce, R. W.
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ABSTRACT

In November 1973 the Minneapolis Public Schools' Leadership Development Committee conducted a needs assessment of school administrators' professional development requirements. Three-fourths of the approximately 260 people surveyed returned the survey questionnaires. The respondents were mainly principals and assistant principals. Findings of the survey indicate that almost 40 percent of the respondents are in definite need of information regarding recertification. One-third of all respondents need to be recertified but don't know how to go about it. The people in greatest need of recertification information are those who have been in the school system ten years or less. There is also a need for more opportunity for professional development. Only 30 percent of the respondents felt there was ample opportunity to meet all professional development needs. The most frequently named needs were human relations training and college coursework. Two-thirds of all respondents had specific suggestions or requests for kinds of training or experience they would like, regardless of recertification requirements. The most desired training was in the general area of management skills. Curriculum development, alternative education, and evaluation skills were also frequently requested. (Author/JG)

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Needs Assessment of Administrators' Professional Development November 1973

Bonna Nesset
Administrative Assistant

R. W. Faunce
Director for Research and Evaluation

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Research and Evaluation Department
Planning and Support Services
807 N. E. Broadway
Minneapolis, Minnesota 55413

Minneapolis Public Schools

Needs Assessment of Administrators' Professional Development
November 1973

Summary

In November 1973 the Minneapolis Public Schools' Leadership Development Committee (LDC) conducted a needs assessment of school administrators' professional development requirements. Three-fourths of about 260 people surveyed returned questionnaires.

The respondents were mostly principals and assistant principals. They were very experienced people, but many were new on their present job.

Almost 4 of ten respondents are in definite need of information regarding recertification. One-third of all respondents need to be recertified but don't know how to go about it.

The people with the greatest need for information concerning recertification are those who have been in the school system 10 years or less.

One-fourth of all respondents said they need to be recertified by 1974. Another 37% need to be recertified but not by 1974. About one-third said they hold life certificates and do not need to be recertified. About 9 of ten respondents who had been in the system 10 years or less need recertification. Almost half of the respondents who have been with the system 11 years or more do not need recertification--they hold life certificates.

There is a need for more opportunity for professional development. Only 30% of the administrators indicated the existence of ample opportunity to meet all professional development needs.

The most frequently named needs to be met by those needing recertification were human relations training and college credits or course work.

Two-thirds of all respondents had specific suggestions or requests for kinds of training or experience they would like regardless of recertification requirements. The most desired training experiences were related to the general area of management skills. Curriculum development, alternative education and strengthening evaluation skills were frequently requested by the administrators.

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January 1974
C-73-36

Minneapolis Public Schools

Needs Assessment of Administrators' Professional Development
November 1973

On November 16, 1973 the Minneapolis Public Schools' Leadership Development Committee (LDC) conducted a needs assessment of school administrators' professional development requirements. A questionnaire was sent to all Minneapolis Public School (MPS) administrators--about 260 people. Two basic questions were asked:

(1) How could the LDC help administrators get recertified?

(2) Regardless of certification needs, what kinds of additional training did administrators want to help them do their jobs better?

By the cut-off date of November 28, 191 respondents, almost three-fourths of those surveyed, had returned completed questionnaires to the Research and Evaluation Department (R & E). After these 191 questionnaires were keypunched and the data were tabulated, six more questionnaires were received. Although it was not possible to retabulate all the data to include these six late questionnaires, their write-in comments concerning training needs were noted along with those from the already tabulated questionnaires. Subsequently, 16 more questionnaires were received, but it was then too late to include any responses from these questionnaires.

Unless otherwise noted, all percentages quoted were calculated on a base of 191 respondents.

The Respondents

The respondents were mostly principals and assistant principals. They were very experienced people, but many were new on their present jobs.

More than half (54%) were principals or assistant principals, 9% were directors or assistant directors, 8% were project administrators, 6% were consultants, 5% were superintendents, 8% held some other position, and 9% didn't say.

Over one-third of the respondents said they have been with this school system more than 20 years, 28% said 11-20 years, 18% said 6-10 years, 6% said 3-5 years, and 4% said 1-2 years. Ten percent didn't say.

One-third of the respondents said they had been in their present position less than 2 years. Another 29% had been in their present job for 3-5 years, 17% for 6-10 years, 8% for 11-20 years, 2% for more than 20 years, and 10% didn't answer the question.

The General Situation Regarding Recertification

Almost four in ten respondents are in definite need of information regarding recertification. One-third of all respondents need to be recertified, but don't know how to go about it and another 5% don't know whether they need to be recertified or not. Three percent didn't respond to the question.

One-third of all respondents said recertification doesn't apply to them. Another one-fourth said their recertification plans are already made.

The people with the greatest need for information concerning recertification are those who have been in the school system 10 years or less. Fifty-four percent of them said they were not sure how to go about being recertified, and 6% didn't know whether they need to be recertified or not. By comparison, over two-thirds of those who have been with the system 11 years or more said that recertification doesn't apply to them (42%) or that their recertification plans are already made (25%). Still, three in ten administrators from this more experienced group had doubts about the recertification process. Twenty-seven percent said they need be recertified but weren't sure how to go about it, and another 3% didn't know whether they need to be recertified or not.

Directors were least in need of help in securing recertification. Half of the directors said recertification doesn't apply to them and another 22% said their recertification plans are already made. By comparison, about four in ten superintendents, principals, project administrators and consultants had doubts about how to be recertified or whether they need to be recertified.

When is Recertification Needed?

One-fourth of all respondents said they need to be recertified by 1974. Another 37% need to be recertified, but not by 1974 and about one-third (34%) said they hold life certificates and do not need to be recertified. Two percent said they didn't know whether or not they need to be recertified by 1974.

About nine of ten respondents who had been in the system 10 years or less need recertification. Only 9% of them said they hold life certificates. About one-third said they would need to be recertified by 1974 and over half need to be recertified, but not by 1974.

Almost half (46%) of the respondents who had been with the system 11 years or more do not need recertification--they hold life certificates. About one-third said they need to be recertified, but not by 1974 and one-fifth need to be recertified by 1974.

Half of the directors, about one-third of the principals, project administrators and consultants, and one-fifth of the superintendents said they hold life certificates. About one-third of the directors and superintendents, one-fourth of the principals, and one-fifth of the project administrators and consultants need to be recertified by 1974.

Opportunities for Professional Development

Some respondents checked more than one item concerning opportunities for professional development, so percentages add to more than 100%.

There is a need for more opportunity for professional development. Only 30% of the administrators indicated the existence of ample opportunity to meet all professional development needs. One in three administrators indicated that more opportunity for obtaining professional growth units through the MPS is needed. One in four said more opportunity for recertification credit is needed, and 16% said more opportunity for college or university credit is needed.

Opinions concerning opportunities for professional development differed slightly depending on length of experience in the system. A larger proportion of the more experienced respondents (those with the system 17 years or more) said that ample opportunity exists to meet all their professional development needs (32% of the more experienced compared with 26% of the less experienced). A larger proportion of the less experienced respondents said more opportunity for recertification credit is needed, while a larger proportion of the more experienced respondents said more opportunity for college or university credit is needed.

What Types of Training or Experience are Needed for Recertification?

About one-fourth of the respondents said they need to be recertified by 1974. About four in ten of these people didn't know what types of training or experience they need for recertification. Another 15% had already satisfied their requirements and need no further training. The rest had specific needs to be met: 23% need human relations training, and 19% need some other kind of training including course work in

curriculum development, alternative education or educational administration.

Thirty-seven percent of the respondents said they need to be recertified, but not by 1974 and about four in ten of these people didn't know what types of training or experience they need for recertification. Another 13% said they need no further training, and about half have specific needs to be met--over one-third said they need human relations training, and 14% said college credits or course work.

What Types of Training or Experience Were Wanted--Regardless of Recertification Requirements?

Two-thirds of all respondents had specific suggestions or requests for kinds of training or experience they would like--regardless of recertification requirements. Of those who did not have suggestions, 14% didn't answer the question, 5% said they didn't know, and 12% said "none."

The most popularly desired training experiences were related to the general area of management skills. The most popular specific areas were curriculum development, alternative education and strengthening evaluation skills.

The most frequently suggested topics and the number of people suggesting each are as follows:

43 Management skills
26 Curriculum development
25 Alternative education
23 Strengthening evaluation skills
19 Roles and functions in an administrative team concept
18 Strengthening community development
17 Differentiated staffing
16 Management by objectives
15 Improvement of skills in conferencing and counseling
13 How to conduct more effective meetings
12 Human relations
12 Strengthening communication skills

(continued)

12	Administrative accountability
12	Use of the computer
7	Program budgeting
6	Techniques in publications
6	Effective communication with legislators
5	Financing public education
3	School finance
2	Budget management, accounting

Leadership Development Committee
Needs Assessment of Administrator's Professional Development

Comments

4. What types of training or experience do you need for recertification?

- Human Relations
- My teaching certificate expires in July 1976. I understand that I must complete Human Relations Training prior to recertification.
- course work at school of higher learning.
- Additional Human Relations (25hrs.) but not a duplication of previous experience (St. John's 1972, Central Office Tuesday program on communication skills). How about a culturally oriented program for HR?
- I engage in staff development with the staff I work with in the schools.
- Human Relations
- 60 hours Human Relations, 60 units EDU 544
- Human Relations
- Ed. AD.
- Human relations requirement is all I need.
- I need to learn how to get all the job done and still have time for some personal life.
- Human relations credits. (Others I will pick up as college credits for my Ed S.)
- I need it soon!
- Human Relations-25 hours
- Conduct more effective meetings. Communication with legislators.
- College credit--human relations--professional growth
- Information out now is very sketchy, no step by step forms, etc.
- Possible Human Relations types.
- Need to get Human Relations credit
- Professional workshops.
- I would be interested in several of the topics listed on the yellow sheet.

What types of training or experience do you need for recertification? (continued)

- College classes part of specialist degree program.
- Human Relations 40 units.
- Human Relations
- H & R
- Need clarification about recertification requirements.
- course work 6 hours
- I'm not sure what you mean by recertified. If it means, getting a specialist certificate, I need 6 more credits in Ed. Adm. which I will get this winter quarter in late afternoon classes, then this is the extent of training I need.
- But, other than re-cert.--I can use all the help I can get.
- recertification doesn t apply to me
- Human Relations--study of minority cultures, ethnic groups ,etc.
- I do not have my Ed. S.
- University credit in psychology and statistics--may have to go to summer school.
- college credits--workshops--conferences
- Human Relations

5. Regardless of recertification requirements what types of training or experience do you want?

- A variety of experiences and conferences dealing with local, national and international problems which would broaden and define the role of an educational leader to conclude: 1. Int. relations, 2. World trade problems including energy shortages, 3. The state of the economy etc. These are problems that the general population is struggling with and problems that schools should be attuned to--they also affect the ed. dollar flow availability.
- Use of computer
- Human Relations, Management, Public Relations
- Data processing management. Updated schoo. finance.
- Pupil transportation supervision, business law, general business administration and accounting.
- Management skills, management by objectives, alternative education.
- Budget management; accounting. Management practices; systems analysis
- Goal setting training (& prioritizing). Systems - Design and application.
- The area of Community Education with all its implications for school systems could be reviewed for inclusion in St. John's etc.
- 25 hours for HR--not a repeat!
- Leadership skills, Dictation skills.
- On the job experience in assorted positions.
- School Finance, Fiscal Management, Fiscal Accountability
- 1)Would like to visit other school systems with CRV programs to get new ideas 2)How to get better funding--or foundation support.
- Management skills/supervisory skills. Computer use re: management
- Strengthening evaluation skills. Strengthening community involvement. Management by objectives.
- Opportunities for group meetings dealing with specific administration problems e.g. budget, staffing etc.
- Management by objectives. NTL training.
- Practical updating in my field--Radio and TV

Regardless of recertification requirements what types of training or experience do you want? (continued)

- Visit other institutions (we are planning a new Voc Tech Inst.) also management skills and staff productivity (accountability etc.)
- Management training--Ifeel ample opportunities exist outside the district but I feel there would be an added advantage in reacting with co-workers.
- Administrative skills development. Administrative team concept.
- Possibly a new assignment.
- Management skills. Strengthening community involvement.
- Management skills. Improvement of skills in conferencing. How to conduct more effective meetings. Administration courses for college credit.
- Management skills. Strengthening communications skills. Improving of skills in conferencing.
- See other programs in operation. Differentiated Staffing. Adm. Team concept.
- Alternative Education. Curriculum development in a K-12 continuum.
- Curriculum trends, leadership development seminars, a seminar on alternative education.
- Management skills. Curriculum Development. Conferencing and counseling skills.
- Communications Improvement. Evaluation Techniques Improvement.
- Alternative Education. Management Objectives. Strengthening Evaluation Skills.
- Roles and Functions in an Administration Team Concept. Alternative Education. Strengthening Evaluation Skills. How to conduct more effective meetings.
- Professional growth and/or university classes.
- Use of computer. Dictation skills. Counseling Skills. Community Involvement. Management Skills. Program Budgeting, etc.
- I'd like to get more on Management Skills (Management by objectives), Evaluation skills, alternative education.
- 1. Leadership skills--updated such as Dayton-Hudson Mgn. Prog.
  2. Communication skills.
  3. Enrichment activities similar to Sch. Comm. but on a smaller scale
  4. Alternative "opts" and rehab. know how to get it done.
  5. Publicity and Writing skills for newspaper, quarterly etc.
- School Management. Accountability.

Regardless of recertification requirements what types of training or experience do you want? (continued)

- Behavior Management. Improvement of Skills in Conferencing and Counseling.
- Alternative Education, Strengthening Community Involvement, Adm. Team Concept (Roles and Functions).
- Management, Community Involvement, Effective Meetings, Staffing, Conferencing and Counseling, Curriculum
- Effective Communication w/ legislators. Strengthening evaluation skills.
- Because of changing and challenging innovations taking place on all levels, I am interested in attending Leadership development training.
- Administration know how--management skills, evaluation (personnel, ed. programs), accountability, effective meetings. Adm. team concept.
- How to affect more humane and responsible leadership
- Curriculum and development
- U of M credit courses. I'll handle.
- Computer!
- Ripple groups. Credit for on the job experience.
- I should like to be part of a task force to identify, define, analyze and propose solutions to a specific problem. Do you want a list of problems?
- Human Relations, MBO, Dictation skills development.
- School Management, alternatives in Education, trends in Education.
- Management-personnel-administration
- Strengthening community involvement, alternative education and early childhood education.
- Role and functions in an administrative team concept. Administrative accountability.
- computer training
- curriculum development. Alternative education.
- Group dynamics. Models of school organization.
- curriculum development, strengthening evaluation skills, adm. accountability.
- Human relations
- Opportunities to work with East Area personnel (see attached)

Regardless of recertification requirements what types of training or experience do you want? (continued)

- Improved communications within the system and with the public. Please see x'd items on attached goldenrod sheet.
- mass psychology, how to deal with unruly child, interview techniques
- Curriculum development, management skills, techniques in publications
- 1. Evaluation of teachers and use of evaluation instruments. (include VTR)
  2. Current administrative national trends, concerns, directions, etc.
  3. How to conduct more effective meetings.
- Curriculum Design, P.E.R.T. activities, Affective Behavior Activity
- Differentiated staffing, techniques in publications, strengthening evaluation skills, program budgeting.
- Management skills, administration team concept, improvement of skills in conferencing and counseling
- I would consider many of the development topics listed as examples.
- Curriculum in-service (ex.) E. Koch's resume on math last year
- Evaluation, Differentiated Staffing
- Seminars in Public Personnel Administration
- Similar as to St. John's program offerings 1973.
- Financing Public Ed. Alternatives
- Educational Use of the Computer in Elementary Education (Programming and pupil accounting)
- Alternative Education. Differentiated Staffing. Administrative Accountability
- Human Relations. Strengthening Comm. Involvement. How to conduct more effective meetings.
- Roles and Functions in an Adm. Team Concept. Alternative Education. Differentiated Staffing.
- Continued updating in my field of child therapy, parent involvement, etc.-- Most likely available at National Conferences and symposiums
- Job related and those that may expand related interests. Vis a vis elementary and secondary experiences
- Human Relations. Evaluation. Differentiated Staffing
- Improvement of skills in conferencing and counseling. Differentiated staffing. Office Routine Organization.

Regardless of recertification requirements what types of training or experience do you want? (continued)

- Skills in conferencing and counseling. Administrative team concept. Program budgeting.
- Management by objectives. Alternative Education. Curriculum Development.
- Am finishing a study--will examine other type of educ. experiences when it is completed.
- Management skills. Strengthening evaluation skills. Differentiated staffing.
- Professional growth units or college and university credits(actually, at this time I'm interested in the courses not the credits)
- Alternative Ed. Differentiated Staffing. Skills in Conferencing and Counseling. Managament skills. Management by Objectives. Admin. Team Concept. Comm. Skills with professional and non-prof. personnel.
- Mngt. by Objectives; Differentiated Staffing.
- Opportunity to keep abreast with new leadership and/or admin. concepts.
- Financing Public Education. Management Skills. Program Budgeting.
- Professional growth at this time would be most valuable if I could receive credit for professional reading and writing--I really need to think rather than be further exposed. However, short courses on children's behavior would be helpful, perhaps. Another problem would be level of training to be worthwhile since my formal training is fairly advanced. I have had to severely curtail professional committee/organization involvements which could apply for recertification.
- Administrative accountability
- Public relations. Curriculum Development. PERT System Management. Alternative Education.
- Management skills. Strengthening community involvement. Ed. management by use of computer. Curriculum development.
- Finance. Personnel management
- Theory and skills in organization development--particularly relating to systems for diagnosing organizational problems.
- Improving my competentiveness as a principal.
- Improved skills in conferencing or counseling. Curriculum improvement. Staff management and development
- Curriculum development. Alternative education. Evaluation skills.
- Strengthening evaluation skills. Strengthening communication skills. How to conduct more effective meetings. Curriculum development.
- Management by objectives.
- Professional growth

Regardless of recertification requirements what types of training or experience do you want? (continued)

- General update on all main curriculum areas.
- college credit deals
- evaluation skills
- Skills in conferencing and counseling. Strengthening community involvement.
- perhaps--Educational Managementy by Computer, Management Skills, Role & Functions in an Administrative Team Concept.
- Administrative Accountability. Evaluation skills. Alternative Education.
- Human Relations. Management by objectives. Community involvement.
- MBO Seminars. Fiscal seminars. Techniques in Publications, Effective programming. Creative programming, Public and governmental awareness seminar.
- Alternative curriculum development. Administrative Accountability
- PG course work specifically designed for Mpls. principals.
- Roles and functions in administrative team concept. Differentiated staffing.
- Roles and functions in an Administrative team concept.
- Management skills. Accountability. Management by Objectives. Evaluation Skills. Alternative Education.
- Not until 1974-75 will I have time to get more training in "Improvement in Conferencing and Counseling" (my choice)
- Management Skills, Strengthening Community Skills with Prof-Non Prof. Pers., How to conduct more effective meetings.
- Curriculum development, Differential staffing.
- Principals Workshops on Pro. Problems. (Some from the goldenrod colored sheet look good.)
- Learning difficulties, alderian psychology, the Glosser technique
- Alternative education, Differentiated staffing, curriculum development.
- I will be glad to participate in most anything which is offered.
- A wider range of administrative experience
- Principals of primary schools could use a seminar on teaming, organization, Special Ed. in Primary Units.